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STATEMENT ON NURSING EDUCATION.

NATIONAL LEAGUE FOR NURSING, NEW YORK, N.Y.

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IN 1965, THE LEAGUE, IN CONVENTION, ADOPTED A RESOLUTION ENCOURAGING ORDERLY MOVEMENT OF NURSING EDUCATION INTO INSTITUTIONS OF HIGHER LEARNING, CLEAR INTERPRETATION OF THE KINDS OF EDUCATIONAL PROGRAMS, AND EDUCATIONAL PLANNING AT ALL LEVELS FOR A DESIRABLE BALANCE OF NURSING PERSONNEL WITH VARIOUS KINDS OF PREPARATION. IN 1967, THE BOARD OF DIRECTORS, ACKNOWLEDGING A SERIOUS SHORTAGE OF FACULTY, THE RELATIVELY SLOW INCREASE IN NUMBERS OF NURSES PREPARING AT THE MASTERS AND DOCTORAL LEVELS, A GROWING IMBALANCE IN THE RATIO OF REGISTERED NURSES TO AUXILIARY PERSONNEL, THE MARKED MOVEMENT TOWARD THE DEVELOPMENT OF NURSING PROGRAMS IN JUNIOR AND SENIOR COLLEGES AND UNIVERSITIES, AND THE RAPID CLOSING OF DIPLOMA PROGRAMS, ADOPTED A NEW STATEMENT. THE STATEMENT AFFIRMED THAT (1) TRANSFERENCE OF NURSING EDUCATION PROGRAMS FROM HOSPITALS TO EDUCATIONAL INSTITUTIONS SHOULD TAKE PLACE AFTER DETERMINATION THAT THE EDUCATIONAL INSTITUTIONS CAN PREPARE AT LEAST AS MANY GRADUATES AS THE HOSPITALS AND AFTER COMMUNITY PLANNING HAS ASSURED THAT THE RESOURCES OF THE NEW PROGRAM WILL BE ADEQUATE FOR QUALITY EDUCATION, AND (2) THERE MUST BE A GREATER PROPORTION OF PROFESSIONAL NURSES TO TECHNICAL AND VOCATIONAL NURSES AND A BETTER BALANCE BETWEEN THESE GROUPS AND AUXILIARY PERSONNEL. ACTION TO BE UNDERTAKEN INCLUDED EXPANSION AND DEVELOPMENT OF EDUCATIONALLY SOUND ASSOCIATE DEGREE AND BACCALAUREATE PROGRAMS, ASSISTANCE TO ALL PROGRAMS TOWARD SCHOOL AND FACULTY IMPROVEMENT AND STUDENT RECRUITMENT, AND GUIDANCE IN DEVELOPING CURRICULA FOR AUXILIARY NURSING PROGRAMS. AN APPENDIX INCLUDES NURSING EDUCATION INFORMATION. (JK)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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STATEMENT ON NURSING EDUCATION

NATIONAL LEAGUE for NURSING — 1967

VT004999

Resolution No. 5
— Adopted at NLN convention, May 1965

"The NLN in convention assembled recognizes and strongly supports the trend toward college-based programs in nursing. The NLN recommends community planning which will recognize the need for immediate expedition of recruitment efforts and implement the orderly movement of nursing education into institutions of higher education in such a way that the flow of nurses into the community will not be interrupted.

"To forward the continuing professionalization of nursing reflected in this statement, the National League for Nursing shall sponsor a vigorous campaign of interpreting the different kinds of programs for personnel prepared to perform complementary but different functions.

"The NLN strongly endorses educational planning for nursing at local, state, regional, and national levels to the end that, through an orderly development, a desirable balance of nursing personnel with various kinds of preparation becomes available to meet the nursing needs of the nation and to insure the uninterrupted flow of nurses into the community."

The Board of Directors of the National League for Nursing in February 1967 approved a statement of beliefs concerning nursing education, setting forth action which NLN should take as a concomitant to these beliefs. The statement, drawn up by the Committee on Nursing Education, Division of Nursing Education, is intended as guidance for the NLN membership.

The new statement defines some of the issues facing nursing education as a result of Resolution No. 5 (see opposite page) adopted by the membership at NLN's 1965 Convention, and of other developments in nursing education.

Highlights of the statement:

- All educational programs in nursing should continue until community planning has provided reasonable assurance that institutions of higher education can prepare as many as, or more graduates than, the numbers being prepared in current programs;

- NLN's major efforts shall be directed toward development of sound associate degree and baccalaureate programs;

- NLN has responsibility to help all programs with school and faculty improvement, accreditation services, and student recruitment;

- NLN must continue to give direction, guidance, and consultation in planning and implementing curricula for auxiliary nursing programs.

The text of the statement follows.

FACTORS

AFFECTING NURSING

Many factors have seriously affected nursing education and nursing services since Resolution No. 5 was passed. These factors have tremendous impact on the provision of quality nursing care for the people of this nation.

They include:

1. A serious shortage of faculty for all types of nursing education programs.[1]

2. The relatively slow increase in numbers of nurses preparing at the masters and doctoral levels for leadership positions in such areas of nursing as education, service, research, and consultation.[2]

3. A growing imbalance in the ratio of registered nurse personnel to auxiliary nursing personnel.[3]

4. The marked movement, by institutions of higher education, toward development of nursing programs in junior and community colleges and in senior colleges and universities.[4]

5. The rapid and often premature closing of diploma programs.[4]

6. The rapidity with which changes are occuring in medical care, in health service patterns, in preparation of allied health workers, and in general education.[5]

7. A growing trend to prepare various groups of auxiliary personnel to assume responsibility for nursing care of patients, with registered nurses playing little or no part in this preparation or in the supervision of their work.

BELIEFS

In view of these facts and trends, the National League for Nursing believes:

1. The transference of nursing education programs from hospitals to appropriate educational institutions — i.e., universities, senior and junior colleges, technical and vocational schools — should take place only after careful determination that these institutions can prepare as many as, or more graduates than, are being prepared under present arrangements. It should occur only after, community — regional, state, or local — exploration, assessment, and planning have assured that new programs will have faculty, facilities, and finances adequate to ensure high standards of nursing education.

2. The quality of nursing care will be influenced by the knowledge and skills of the practitioners involved in giving that care. In order to assure quality nursing care, the current imbalance in ratios of nursing personnel must be changed to provide a greater proportion of professional nurses to technical and vocational nurses and a better balance between these groups and auxiliary nursing personnel.[6]

ACTION

In support of these beliefs, the National League for Nursing will:

1. Direct its major efforts toward expansion and development of educationally sound associate degree and baccalaureate degree programs;

2. Assist all educational programs in nursing — masters, baccalaureate, diploma, associate degree, and practical nursing — with school and faculty improvement, accreditation services, and student recruitment;

3. Give direction, guidance, and consultation in the planning and implementation of curricula for auxiliary nursing programs in order to improve the preparation of these workers.

COMMUNITY

INVOLVEMENT

Certain resources and activities are necessary in order to provide for orderly transition. The rapidity with which Resolution No. 5 is implemented will vary according to each community's ability to:

1. Utilize community survey techniques to determine the need for new baccalaureate and associate degree programs;

2. Encourage educational institutions interested in and willing to do so to introduce new nursing programs;

3. Assure the availability of qualified faculty, suitable academic and clinical facilities, and adequate financing for new nursing education programs;

4. Plan effectively to achieve maximum use of educational resources.

Until a community has demonstrated that there is need for a new program, that appropriate resources are available, and that proper conditions can be met, any action taken can nullify the benefit of introducing that new program. Expert consultation will be needed for exploration, assessment, and planning.

Every institution developing a new program must assume major responsibility for assuring the community, prospective students, and the nursing profession that the quality of its nursing education will meet desirable standards both academically and clinically.

APPENDIX

1. While the number of nurse faculty members increased over the past two years (1964-1966), the number of educational programs has also increased. In 1964, 1,817 programs reported 15,580 full-time nurse faculty and 1,419 unfilled budgeted positions. In 1966, 2,195 programs reported 17,391 full-time nurse faculty and 1,762 unfilled budgeted positions.

2. A total of 1,404 masters and doctoral degrees in nursing were awarded in 1964-65; the number declined to 1,293 in 1965-66.

3. *Toward Quality in Nursing: Needs and Goals* — Report of the Surgeon General's Consultant Group on Nursing. Public Health Service, U.S. Department of Health, Education, and Welfare. 1963.

4. An NLN survey of institutions offering associate degree and baccalaureate degree programs in early 1967 indicated intent to establish 163 new baccalaureate programs and 191 new associate degree programs. An additional 22 institutions showed an interest in developing associate degree, or baccalaureate degree programs, or both.

The number of diploma programs in 1966 is 797. It is expected that, on the basis of reported closing of schools, this number will drop below 750 by September 1968. Of the 61 schools closing, 40 are NLN-accredited programs.

Statistics for the last two years are:

Type of Program	*Number of Programs*		*Graduations*	
	1965	1966	1964-1965	1965-1966
Associate Degree	174	218	2,510	3,349
Baccalaureate	198	210	5,381	5,498
Diploma	821	797	26,795	26,278
Total	1,193	1,225	34,686	35,125

5. *Perspectives for Nursing*, National League for Nursing, New York, 1965.

6. Definitions of professional, technical, vocational nurses — For the purposes of this statement, the term "professional nurses" refers to nurses prepared at the doctoral, masters, and baccalaureate levels; "technical," to registered nurses prepared in other types of programs; and "vocational," to practical and/or vocational nurses.

"Auxiliary personnel" refers to those workers — nursing aides, nurse assistants, or others — who may receive pre-service or on-the-job training.

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